**Level 4 Diploma in Managing and Leading Organisations**

The Level 4 Diploma in Managing and Leading Organisations is a 120-credit qualification. Learners must achieve 120 credits by completing all the modules listed below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Module Title** | **Level** | **Credit** | **Guided Learning Hours** |
| Inclusive human resource management | **4** | **24** | **120** |
| Organisational Culture and Workplace Motivation | **4** | 24 | **120** |
| Developing and Managing High Performance Teams | **4** | 24 | **120** |
| Communication | **4** | **12** | **60** |
| Essential Management Skills | **4** | **12** | **60** |
| Effective Leadership | **4** | **12** | **60** |
| Strategic Organisational Human Resource Management | **4** | **12** | **60** |

|  |  |
| --- | --- |
| Module Reference number | 1 |
| Module Title | Inclusive human resource management |
| Module level | 4 |
| Number of credits | 24 |
| Total qualification time | 240 |
| Guided learning hours | 120 |
| Mandatory/ Optional | Mandatory |
| Sector Subject Area | 15. |
| Module Grading Structure | Pass/ Fail |

**Module aims**: this module aims to develop an understanding of the importance of adopting and inclusive approach in human resource management. This includes people development, health and well- being, inclusive practices, stakeholder communication and engagement and personal effectiveness.

**Learning Outcomes, Assessment Criteria, and Indicative Contents**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes – the learner will** | **Assessment Criteria – the learner can:** | **Indicative contents**  |
| 1. Understand ethical issues and ethical principles in decision making and the development of corporate social responsibility.
 | * 1. Discuss the role of ethics and corporate social responsibility in strategic planning and organisational decision making.
	2. Define an ethical organisation
	3. Define corporate social responsibility
	4. Assess the impact of clear codes of conduct and governance on corporate social mobility.
 | * Definition of ethics
* Ethics, ethical values and codes of practice
* Definition of corporate social responsibility
* What is an ethical organisation?
* Social and environmental principles
* Governance and management
* Principles of Nolan and their impact on public life
* Pressure groups
* Citizenship
* Trustworthiness
* Respect
* Responsibility
* Caring
* Justice and fairness
* Utilitarianism
 |
| 1. Understand how organisational stakeholders take into account the laws and regulations when approaching ethical management.
 | * 1. Describe the key stakeholders within a range of organisations and the different approaches they adopt to ethical management
	2. Explain the common law of contract, tort, and the duty of care placed on organisations in respect of ethical management
	3. Explain the approaches to be taken within organisations to effectively manage employee health, wellbeing, and safety.
 | * Who is a stakeholder?
* Roles and responsibilities of stakeholders
* Stakeholder communication
* Influence and power
* Interest- influence grid
* Ethical supply chain management
* Law of contract
* Law of tort
* Duty of care
* Recruitment, selection, and onboarding of staff
* Health and safety
* Wellbeing
* Staff welfare
* Treatment of staff
 |
| 1. Understand why organisations develop their people through the identification and review of effective training and development activities
 | * 1. Evaluate the costs and benefits of embedding employee training and development within a learning organisation framework.
	2. Describe when and why organisations are most likely to develop their staff.
	3. Explain the training cycle and evaluate the impact of different training methods within an organisation
	4. Explain the organisational procedures for staff training and development
	5. Describe learning styles and how they impact on the outcome of an individual’s training needs analysis and the development of their training plan.
 | * Learning styles
* Learning organisations
* Coaching and mentoring
* Counselling
* Individual training needs analysis
* Individual training plans
* Learning objectives
* Delivery methods
* The role of e learning
* The training cycle.
* The value and impact of a trained workforce on the workplace
 |
| 1. Understand the contribution that workplace welfare and personal skills make to the effective management of people
 | * 1. Assess the value and contribution of personal effectiveness, self-confidence, and employee creativity to an organisation
	2. Evaluate the impact and value to an organisation of comprehensive health, wellbeing and safety policies and processes
 | * Personal goals
* Time management
* Self confidence
* Creativity
* Risk assessments
* Safeguarding
* Health and safety training
* Stress management
* Work life balance
* Harassment and bullying
* Wellbeing
* Health and safety audits
* Accident prevention
 |

|  |  |
| --- | --- |
| Module Reference number | 2 |
| Module Title | Organisational Culture and Workplace Motivation |
| Module level | 4 |
| Number of credits | 24 |
| Total qualification time | 240 |
| Guided learning hours | 120 |
| Mandatory/ Optional | Mandatory |
| Sector Subject Area | 15. |
| Module Grading Structure | Pass/ Fail |

**Module aims**: this module aims to develop an understanding of organisational culture and its impact and importance on the management, motivation and influence of people, and organisational planning and change management.

**Learning Outcomes, Assessment Criteria, and Indicative Contents**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes – the learner will** | **Assessment Criteria – the learner can:** | **Indicative contents**  |
| 1. Know how to motivate individuals
 | * 1. Explain the common considerations taken into account when motivating individuals
	2. Evaluate the relationship between performance and motivation.
	3. Evaluate individual responses to levels of motivation

Recommend strategies for motivating different individuals | * Needs, motives, drives and incentives
* The process of motivation
* Performance and ability
* Internal and external motivation
* Maslow’s theories of need
* Herzberg two- factor theory

McClelland’s achievement theory |
| 1. Know how to motivate teams
 | * 1. Explain the common considerations taken into account when motivating teams.
	2. Evaluate the relationship between individual motivation and team motivation.
	3. Recommend strategies for motivating a team.

Evaluate the importance of setting appropriate goals. | * Theory of expectancy
* Valence and expectations
* Goal setting
* Goal conflict
* Risk
* Theory of equity

Approaches to work- job enlargement, enhancement and rotation |
| 1. Explain how an organisation influences teams and individuals
 | * 1. Assess the nature of power and influence.
	2. Identify the effective use of rewards to support motivation

Evaluate how organisational culture impact on individual and team motivation. | * Power and influence
* Rewards
* Tactics
* Ciardini’s principles of persuasion
* Influence and management
* Organisational culture
* Recruiting and Team

Psychological contract |
| 1. Know how to improve own performance in motivating and influencing others.
 | * 1. Explain own approach to motivating others.
	2. Analyse own position of power and influence.
	3. Recommend improvements to own approach to motivation.
 | * Successful motivation
* Influencing people
* Transactional and transformational leadership
* Planning

Making improvements |
| 1. Define organisational culture and explain how it influences workplace teams and groups.
 | * 1. Analyse the theories of organisational culture and how they affect the structure of workplace teams and groups
	2. Assess different types of organisational culture and how they are embraced across workplace teams and groups.
	3. Assess the influence of cultural values on productivity within a named organisation.
 | * Culture web
* National cultures
* Orientation, language and religion
* Impact on values
* Operational excellence
* Product leadership
* Business impact
* Leadership styles
* Organisational structures
* Scheid’s model of organisational culture
* Schnieder’s Four Cultures Model
* Value disciplines
* Team culture
* Cross cultural theories.
 |
| 1. Identify the influence of culture on business performance and the successful implementation of culture change management.
 | * 1. Explain what the components of a cultural change management programme are.
	2. Identify the benefits and challenges to embedding a successful change management programme within an organisation.
 | * Innovation, agility and execution.
* Project work
* Purpose and characteristics of a team and group
* Evaluation and reflection
* Team development
* High performance teams
* Belbin
* Tuckman
* Dissent and creative tension.
* Effective leadership
* Empowerment
* Embedding culture
* Force Field Theory
* Theory of organisational development
* Practical implementation.
 |

|  |  |
| --- | --- |
| Module Reference number | 3 |
| Module Title | Developing and Managing High Performance Teams |
| Module level | 4 |
| Number of credits | 24 |
| Total qualification time | 240 |
| Guided learning hours | 120 |
| Mandatory/ Optional | Mandatory |
| Sector Subject Area | 15. |
| Module Grading Structure | Pass/ Fail |

**Module aims**: this module aims to develop knowledge and understanding of the importance of the creation high performing teams and how they differ from other teams in respect of individual and team performance management and development, motivation, conflict management and the introduction of organisational change.

**Learning Outcomes, Assessment Criteria, and Indicative Contents**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes – the learner will** | **Assessment Criteria – the learner can:** | **Indicative contents**  |
| 1. Define performance management
 | * 1. Explain why performance development and improvement is important to organisations and individuals.
	2. Explain how a performance management cycle and operates across an organisation.
	3. Evaluate performance measures.
 | * Behaviour management
* Organisational and individual benefits.
* Performance standards
* Performance management cycle and process.
 |
| 1. Explain the different approaches an organisation can adopt in establishing a performance appraisal model.
 | * 1. Explain why organisations adopt different approaches to stashing performance appraisal models.
	2. Identify and evaluate the different performance appraisal models used by organisations.
	3. Evaluate the use and impact of reward-based initiatives on individuals and the performance of high performing teams.
 | * Rationale for appraisal
* Objective and subjective views
* Appraisal models
* Stakeholders
* Links to rewards
* Documenting and agreeing improvements
* Performance related, skills related, competence related and contribution related assessment and rewards
* Individual and team benefits.
 |
| 1. Demonstrate how to use performance management procedures.
 | * 1. Reflect on the impact of participating in a performance appraisal interview.
	2. Identify the communication skills an appraiser and appraises should in a performance appraisal interview.
	3. Explain how to provide positive and negative feedback.
	4. Identify the importance of SMART targets and objectives in a performance appraisal interview.
	5. Explain the procedures for dealing with poor or under performance.
	6. Explain the use of continuous professional development and its impact on individuals and high performing teams.
 | * Target setting
* SMART
* Types of questions
* Listening skills
* Problems and errors
* The appraisal environment
* The role of the appraiser
* The role of the appraisee
* Evidence based appraisals
* Feedback
* Evaluation and review
* Continuous Professional Development
* Performance indicators
* Capability, disciplinary and grievance
* Recording actions
 |
| 1. Define a high performing a team.
 | * 1. Identify the different types of high performing teams.
	2. Identify the characteristics of a high performing team.
	3. Explain the stages of team development and the methods needed to support them.
	4. Identify the process for developing a high-performance team.
	5. Evaluate the roles within a high performing team
	6. Identify own preferred team role
	7. Identify the challenge in bringing individuals together to form a high-performance team.
	8. Identify the strategies for balancing individual team member needs and the needs of a high-performance team.
 | * Benefits of teamwork
* Types of teams
* Consensus
* Characteristics of high performing teams
* Synergy
* Ineffective teams
* Tuckman’s stages of team development
* Observing behaviour
* Participation
* Respect
* Focus
* Communication
* Outcomes.
* Belbin’s team roles
* Perception
* Margerison and McCann’s team roles
 |
| 1. Explain what motivates individuals to develop a high performing team.
 | * 1. Discuss the impact of motivation on individuals and building high performing teams
	2. Identify the strategies for building
 | * Motivation
* Maslow’s hierarchy of needs
* Herzberg’s two-factor theory
* Needs
* Team bonding
* SMART
* Performance reviews and feedback.
 |
| 1. Demonstrate how to resolve conflict in a team.
 | * 1. Identify the common sources of team conflict.
	2. Identify the steps to resolve team conflict.
 | * Sources of conflict
* When is conflict not conflict?
* Opposing goals
* Poor communication
* Approaches to adopt to deal with conflict
 |

|  |  |
| --- | --- |
| Module Reference number | 4 |
| Module Title | Communication |
| Module level | 4 |
| Number of credits | 24 |
| Total qualification time | 240 |
| Guided learning hours | 120 |
| Mandatory/ Optional | Mandatory |
| Sector Subject Area | 15. |
| Module Grading Structure | Pass/ Fail |

**Module aims**: this module aims to develop knowledge and understanding of the importance of effective communication and how IT supports and improves timely communication. The module explores the importance and impact of manager communications and how culture of communications contributes to organisational culture.

**Learning Outcomes, Assessment Criteria, and Indicative Contents**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes – the learner will** | **Assessment Criteria – the learner can:** | **Indicative contents**  |
| 1. Evaluate how the communication process impacts on an organisation’s image and reputation.
 | * 1. Distinguish between consumers and business to business customers
	2. Distinguish between internal and external stakeholders
 | * Communication media
* Types of communication
* Communication cycle
* Cultural differences
* Meetings
* External and internal image
* Public relations
* SOSTT
* 4Ms
 |
| 1. Identify how communication technologies can be used effectively within an organisation.
 | * 1. Explain the advantages and disadvantages of communication technologies.
	2. Evaluate how different communication technologies can create benefits to organisations.
 | * Impact of technology on business
* Risk
* Added value
* Loss of information
* Data Protection Act
* Statutory Requirements
 |
| 1. Identify the approaches managers need to adopt to communicate effectively.
 | * 1. Evaluate the role of a manager as an effective communicator.
	2. Identify the communication requirements of managers in different organisations
	3. Identify the skills associated with effective communicators.
 | * The manager as a communicator.
* Roles and styles of management
* Presentations
* Effective Communications
* Bids, tenders and proposals
* Written communication skills
* Communications models used in different organisations
* Reasons for communication failure
* Improving communication
 |
| 1. Identify the relationship between national culture and organisational culture and how these impact on communication.
 | * 1. Identify different national and organisational communication traits.
	2. Explain the impact of formal and informal organisational cultures on an organisation’s communication strategy.
 | * Stereotypes
* National and organisational traits
* Hofstede’s cultural ideas
* Developing and evaluating communications
* Trompenaar’s approach to cultural diversity
* Language barriers
* Formal and informal organisational cultures
* Multicultural environments
* Schein’s levels
 |

|  |  |
| --- | --- |
| Module Reference number | 5 |
| Module Title | Essential Management Skills |
| Module level | 4 |
| Number of credits | 12 |
| Total qualification time | 120 |
| Guided learning hours | 60 |
| Mandatory/ Optional | Mandatory |
| Sector Subject Area | 15. |
| Module Grading Structure | Pass/ Fail |

**Module aims**: This module aims to develop the essential skills for operational managers The module explores developing numerical aptitude and financial understanding, communication ability and management competences for operational managers.

**Learning Outcomes, Assessment Criteria, and Indicative Contents**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes – the learner will** | **Assessment Criteria – the learner can:** | **Indicative contents**  |
| 1. Explain how numerical skills are used in the business context.
 | * 1. Explain the application of numeracy in a business context.
	2. Explain the different range of financial concepts
	3. Identify the financial statements most commonly used in organisations.
 | * Importance of financial management
* Sources of financial information
* Use of budgets
* Stock levels
* Visual and graphic tools
 |
| 1. Demonstrate how to communicate effectively
 | * 1. Discuss the components of effective written and oral communication in a business context.
	2. Identify the appropriate channel of communication for an organisation.
	3. Assess the effectiveness of verbal and non-verbal communication in a business context.
 | * Communication cycle
* Two-way communication
* Minimizing distortion and noise
* Communication media
* Key criteria
* Formal documents
* Verbal and non-verbal communication
* Listening skills
* Interviews
* Questioning techniques
 |
| 1. Demonstrate how to work effectively with others.
 | * 1. Identify team roles and an organisation’s approach to effective team development.
	2. Reflect on own strengths and weaknesses when working with others.
	3. Reflect on own contribution to a team.
 | * Role of managers
* Assessing management skills
* Cultural differences
* Hofstede’s ideas
* Managing diversity
* Equal opportunities
* Prejudices and discrimination
* Legislation
* Teams and teamwork
* Social identity
* Belbin’s roles
* Tuckman model
 |
| 1. Know the range of skills an operational manager needs to discharge his/her responsibilities effectively
 | * 1. Discuss the role of operational management in an organisation.
	2. Identify the skills an effective operational manager requires.
 | * Mintzberg’s managerial roles
* Luthan’s managerial activities
* Pedlar attributes
* Transferable skills
 |
| 1. Demonstrate a systematic approach to problem solving
 | 5.1 Evaluate the approaches and techniques available for problem solving | * Thinking skills
* Cause and effect diagrams
* Fishbone diagrams
* Brainstorming
* Spidergrams
* Mind mapping
 |

|  |  |
| --- | --- |
| Module Reference number | 6 |
| Module Title | Effective Leadership |
| Module level | 4 |
| Number of credits | 12 |
| Total qualification time | 120 |
| Guided learning hours | 60 |
| Mandatory/ Optional | Mandatory |
| Sector Subject Area | 15. |
| Module Grading Structure | Pass/ Fail |

**Module aims**: this module aims to develop knowledge and understanding of how the application of leadership theories and personal leadership qualities shape the skills of effective leadership.

**Learning Outcomes, Assessment Criteria, and Indicative Contents**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes – the learner will** | **Assessment Criteria – the learner can:** | **Indicative contents**  |
| 1. Explain the role and functions of leadership
 | * 1. Identify how the customer relationship is supported in different environments.
	2. Explain why it is important to meet customer needs.
	3. Define relationship marketing between businesses.
 | * Roles and functions
* Balanced approach
* Research findings
* The functions of leadership
* Control
* Support
* Perceptions of roles
* Task orientated v people orientated
* Tannenbaum and Schimdt
* McGregor
* Kerr and Shriesheim
* Blake and Mouton
* Adar
* Hersey and Blanchard
* Ohio State leadership model
* Managerial Grid
* Situational leadership
 |
| 1. Identify the skills and attributes that define effective leaders
 | * 1. Evaluate the impact on quality on customer loyalty and satisfaction.
	2. Analyse the models, organisations adopt to investigate service quality and its relationship to customer satisfaction.
	3. Discuss how customer satisfaction is measured.
 | * Personal attributes
* Leadership behaviours
* Leadership practices
 |
| 1. Explain the role and the approach a successful leader adopts to implement effective change within an organisation.
 | * 1. Explain how organisations adopt a range of techniques to group customers and to identify market segments.
	2. Demonstrate how and why you conduct market research to gather information.
	3. Discuss the relationship between market research and market segmentation.
	4. Identify the range of communication approaches used in different markets.
	5. Evaluate the role of user contribution model.
 | * Leadership and vision
* Mission statement
* Communicating vision
* Change management
* Gaining commitment
* Managing resistance to change
* Change strategy
* Emotional approach
 |
| 1. Be able to learn from the leadership style of a well-known leader.
 | * 1. Evaluate the traits of a well -known leader.
	2. Analyse their effectiveness as a leader.
	3. Identify the lessons that can be learnt from their leadership style.
 | * Passion
* Experience
* Creativity
* Inspiration
* Heroic leaders
* Obsessive leaders
* Image issues
* Cultural differences
 |

|  |  |
| --- | --- |
| Module Reference number | 7 |
| Module Title | Strategic Organisational Human Resource Management |
| Module level | 4 |
| Number of credits | 12 |
| Total qualification time | 120 |
| Guided learning hours | 60 |
| Mandatory/ Optional | Mandatory |
| Sector Subject Area | 15 |
| Module Grading Structure | Pass/ Fail |

**Module aims**: this module aims to develop knowledge and understanding of strategic organisational human resource management, the effects of external and internal stakeholders on organisations and organisational planning.

**Learning Outcomes, Assessment Criteria, and Indicative Contents**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes – the learner will** | **Assessment Criteria – the learner can:** | **Indicative contents**  |
| 1. Identify the impact of the role of strategic organisational human resource management to an organisation.
 | * 1. Discuss the role and purpose of strategic organisational human resource management.
	2. Explain the relationship between organisational human resource management and strategy.
	3. Explain the organisational human resource management planning process
 | * Relationship with organisational strategy
* Employee relations
* Administration
* Rewards
* HR Planning
 |
| 1. Identify and analyse the internal and external factors that inform the labour market.
 | * 1. List the internal factors that inform the demand for skills.
	2. Explain the process of job analysis
	3. Identify the factors that inform the supply of services in the labour market.
 | * Demand for skills
* Filling gaps
* Predicting supply
* Job analysis
* Foreseen risks
* Unforeseen risks
* PESTLE
* SWOT
 |
| 1. Demonstrate how to write a job description and person specification.
 | * 1. Identify how to compose a job description and person specification.
	2. Identify the role requirements and proposed essential and desirable criteria
 | * Reference to process documentation
* Rodger’s seven-point plan
* Job Description
* Person Specification
 |
| 1. Identify the approaches organisations take to attract and manage new talent.
 | * 1. Explore the role of advertising in attracting new talent.
	2. Explain how to use different media as part of a target marketing recruitment campaign
	3. Identify the different candidate attracting techniques.
 | * Advertising
* Recruitment agencies
* Headhunting
* Media Targeting
 |
| 1. Explain the different ways the employment relationship can be terminated.
 | * 1. Identify the different ways open to an organisation to terminate the employment relationship.
	2. Explain the legal processes that underpin the termination of the employment relationship.
	3. Explain the redundancy process.
	4. Differentiate between fair and unfair dismissal.
 | * Mutual agreement
* Fair and unfair dismissal
* Redundancy
* Retirement
* Capability
* Misconduct and gross misconduct
* Statutory rights
 |
| 1. Explain the different forms of discrimination.
 | * 1. Discuss the protected characteristics in discrimination
	2. Differentiate between direct and indirect discrimination.
 | * Protected characteristics
* Direct and indirect discrimination
* Perceptions
* Associations
* Victimisation
* Harassment
* Resolution processes and tribunals
 |

